
2003-2004 *No Child Left Behind—Blue Ribbon Schools Program*
Cover Sheet

Name of Principal Dr. Edwin Vetter
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name International Baccalaureate School at Bartow High School
(As it should appear in the official records)

School Mailing Address 1270 South Broadway
(If address is P.O. Box, also include street address)

Bartow Florida 33830-6498

City State Zip Code+4 (9 digits total)

Tel. (863) 534-7400 Fax (863) 534-0077
www.ib-bhs.com edwin.vetter@polk-fl.net

Website/URL E-mail

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent* Mr. Jim Thornhill
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)
Polk

District Name _____ Tel. (863) 534-0500

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson Mr. Jack English
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:

___ 63 ___ Elementary schools
 ___ 26 ___ Middle schools
 ___ 0 ___ Junior high schools
 ___ 15 ___ High schools
 ___ 29 ___ Other (Briefly explain): Alternative Schools

 ___ 133 ___ TOTAL

2. District Per Pupil Expenditure: _____ \$4,192 _____
 Average State Per Pupil Expenditure: _____ \$4,378 _____

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

☐ Urban or large central city
☐ Suburban school with characteristics typical of an urban area
☐ Suburban
☒ Small city or town in a rural area
☐ Rural

4. _____ 6 _____ Number of years the principal has been in her/his position at this school.
 _____ If fewer than three years, how long was the previous principal at this school?

5. Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
K					7			
1					8			
2					9	25	41	66
3					10	34	36	70
4					11	27	31	58
5					12	27	25	52
6					Other	113	133	246
			TOTAL STUDENTS IN THE APPLYING SCHOOL →					246

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------------|----------------------------------|
| 79 | % White |
| 4 | % Black or African American |
| 5 | % Hispanic or Latino |
| 12 | % Asian/Pacific Islander |
| | % American Indian/Alaskan Native |
| 100% Total | |

7. Student turnover, or mobility rate, during the past year: .8%

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	0
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	2
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	2
(4)	Total number of students in the school as of October 1	246
(5)	Subtotal in row (3) divided by total in row (4)	.008
(6)	Amount in row (5) multiplied by 100	.8

8. Limited English Proficient students in the school: 0%
0 Total Number Limited English Proficient

Number of languages represented: 2
Specify languages: Spanish, English

9. Students eligible for free/reduced-priced meals: 1.5%
4 Total Number Students Who Qualify

If this method does not produce a reasonably accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 38%(Gifted)

_____93_____ Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u> 0 </u> Autism	<u> 0 </u> Orthopedic Impairment
<u> 0 </u> Deafness	<u> 0 </u> Other Health Impaired
<u> 0 </u> Deaf-Blindness	<u> 0 </u> Specific Learning Disability
<u> 0 </u> Hearing Impairment	<u> 0 </u> Speech or Language Impairment
<u> 0 </u> Mental Retardation	<u> 0 </u> Traumatic Brain Injury
<u> 0 </u> Multiple Disabilities	<u> 0 </u> Visual Impairment Including Blindness

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u> 1 </u>	<u> 1 </u>
Classroom teachers	<u> 22 </u>	<u> 3 </u>
Special resource teachers/specialists	<u> 0 </u>	<u> 0 </u>
Paraprofessionals	<u> 0 </u>	<u> 0 </u>
Support staff	<u> 3 </u>	<u> 0 </u>
Total number	<u> 26 </u>	<u> 4 </u>

12. Average school student-“classroom teacher” ratio: 16.9:1

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Daily student attendance	<u>96+</u>	<u>96+</u>	<u>96+</u>	<u>96+</u>	<u>96+</u>
Daily teacher attendance	<u>96</u>	<u>97</u>	<u>95</u>	<u>96</u>	<u>94</u>
Teacher turnover rate	<u>0</u>	<u><1</u>	<u><1</u>	<u><1</u>	<u><1</u>
Student dropout rate	<u>0</u>	<u>.6</u>	<u>0</u>	<u>0</u>	<u>0</u>
Student drop-off rate	<u>32</u>	<u>37</u>	<u>45</u>	<u>49</u>	<u>56</u>

- The difference in dropout rate and drop-off rate is due to the students electing to return to their zonal high school, transfer out of district or out of state.
- Students often discover the travel time (up to 2 hours one way in some situations) is too much, and decide to return to their zoned school from which they graduate.

- 14. (**High Schools Only**) Show what the students who graduated in Spring 2003 are doing as of September 2003.

Graduating class size	44
Enrolled in a 4-year college or university	97 %
Enrolled in a community college	3 %
Enrolled in vocational training	0 %
Found employment	0 %
Military service	0 %
Other (travel, staying home, etc.)	0 %
Unknown	0 %
Total	100 %

PART III – SUMMARY

The mission of the International Baccalaureate School, an academic magnet school, is to ensure each student has the opportunity to achieve his or her academic potential and to creatively influence society by providing students with: an advanced curriculum; stimulating and challenging learning experiences; instruction that meets individual needs; a responsive, nurturing environment; full involvement of our families, and the development of a love for learning.

Our curriculum is one of the most rigorous available to high school students, with academic requirements of four years of English, five years of foreign language (French or Spanish), five years of science, five years of math, four years of history, and either four years of art or one year of psychology.

In addition, the students are required to produce a 4000-word original research paper and complete a minimum of 170 service hours.

We currently have a student enrollment of 240, grades 9-12 and 25 assigned teachers. All of our teachers will have attended IB teacher training workshops or AP subject area training by August of 2004.

The International Baccalaureate School at Bartow high is an academic magnet school for the Polk County School district. Housed on the campus of Bartow High School, the IB School selects its students from sixteen middle schools and four private schools in the district.

The school was authorized in June 1996 to offer the International Baccalaureate Diploma Curriculum and has been recognized locally, statewide, and nationally for student achievement.

Students participate in all major sports through the host school, Bartow High.

PART IV – INDICATORS OF ACADEMIC SUCCESS

The Florida Comprehensive Assessment Test (FCAT) is the foundation of the statewide assessment and accountability program. The FCAT program includes grades 3-10 assessments in reading and mathematics, and grades 4, 8, and 10 assessments on writing. Student achievement data are used to report educational status and annual progress for individual students, schools, districts, and the state.

The FCAT reading, mathematics, and writing content has been selected to match the benchmarks outlined in the *Sunshine State Standards*, which were developed with input from practicing classroom teachers in Florida.

The construction of each grade level test is a complex, carefully planned procedure. These items have been reviewed by professional staff as well as by item bias and sensitivity committees. Items from the field test are selected for an operational form. The *FCAT Test Item and Performance Task Specifications*, developed by the Florida Department of Education, based on the contributions and advice of Florida educators, describe the test items and performance tasks found in the statewide assessment. The FCAT specifications for each grade level are aligned to the *Sunshine State Standards Grade Level Expectations*, also developed by Florida educators.

The Stanford Achievement Test (version 9) is the Norm-Referenced Test (NRT) portion of the FCAT. It is administered during the same testing time, but it is an entirely different test from the *Sunshine State Standards* portion of the FCAT. The NRT scores compare students in Florida to other students in the nation who took the same test. Students' *Sunshine State Standards* test scores and NRT scores are reported separately. A correlation between the NRT and *Sunshine State Standards* portions of the FCAT has not been attempted; however, we can make comparisons of Florida's student performance to a national norm population and to the tests administered by the National Assessment of Educational Progress (NAEP).

The Florida Comprehensive Assessment Test (FCAT) measures student performance on selected benchmarks in reading and mathematics, as defined by the *Sunshine State Standards*. The Standards articulate challenging content that Florida students are expected to know and be able to do. Based on a Scale Score, a student achieves one of five possible levels. The Scale Score that a student could achieve in each subject area ranges from 100 to 500.

The highest level, level 5 (Advanced), indicates performance to the highest achievement. A level 5 student has success with the most challenging content of the *Sunshine State Standards* and correctly answers most of the test questions. Level 4 (Advanced) performance indicates that the student has success with the content of the *Sunshine State Standards* and correctly answers many of the most challenging test questions. Level 3 shows proficiency and indicates that the student has partial success with the content of the *Sunshine State Standards* and correctly answers many of the questions but is generally less successful with the most challenging questions. The basic level, level 2, indicates performance of a student with limited success with the challenging content of the *Sunshine State Standards*. Performance at level 1 indicates that the student has little success with the challenging content of the *Sunshine State Standards*.

In addition to the statewide FCAT testing, our school also uses local assessments, advanced placement and International Baccalaureate tests. Our in-school assessment is based on teacher made pre-post tests in the subject areas. These include FCAT type questions and practice

A.P. and I.B. tests. Teachers use these results to provide changes in course work to meet the needs of the students.

2-4. Test data from the FCAT is made available to the school, usually in May. Each student's individual report is given to the teacher of Math and English, to assess individual strengths and weaknesses in reading, writing and mathematics. This information is used to plan instruction for the following year. If the test results arrive before the end of school, our guidance department visits the English and Mathematics classes to explain the results to the students. If the data arrives after school is out for the summer, the student's results along with explanation are mailed to the parents along with the report card.

Disaggregated data from the various sub-tests is provided for teacher use in analyzing student strengths and weaknesses. By evaluation of the students' previous years' FCAT data, teachers are able to track student progress. Last year, this resulted in 86% of our 9th and 10th grade students making learning gains in reading, and 80% making learning gains in math.

Throughout the month of October, evening meetings are scheduled at our school to relate our curriculum and testing scores to parents, students and community members interested in entering our school as freshmen.

Results of school performance are also published in The Lakeland Ledger and Polk Democrat, two local newspapers serving Polk County. Results are also sent to all schools in the district

PART V – CURRICULUM AND INSTRUCTION

Our curriculum is perhaps one of the most demanding available to students in public education. We require four years of English, five years of a foreign language, four years of History, five years of Science, five years of Mathematics, Art or Psychology, Theory of Knowledge, and electives. In addition, our students are required to develop a Science Fair Project in the ninth grade, complete a 4000 word original research paper (the Extended Essay) in their senior year, and complete over 150 hours of creative, action, and service hours. Our students are expected to take Advanced Placement courses in History (European, World, or American), English (language and literature), Science (Chemistry, Physics, Biology), World Language (French, Spanish), and Mathematics (Calculus).

Our curriculum strives to reflect international contributions to knowledge. Each subject area is involved with obtaining an understanding of how other nations and cultures have contributed to the volume of knowledge in that subject.

The 9th grade teachers have developed a wonderful interdisciplinary unit tying in Spanish, English, Science, Math and History with the discovery and settlement of St Augustine, Florida.

All of our instructors will have been trained in International Baccalaureate courses and/or Advanced Placement, and have established vertical alignment of subject areas from 9th-12th grade.

Included in their alignment are the expectations of building on the knowledge gained in the previous course(s), and preparation for A.P. and I.B. examinations.

The four-year English curriculum includes A.P. English Language in 11th grade and A.P. Literature in grade 12. Our Social Science sequence is American Government and Economics, A.P. World History, A.P. American History and I.B. History of the Americas. Students may also take A.P. Psychology. Five years of French or Spanish include A.P. in either language and the production of International Night, celebrating the multi-cultures of our students in song, dance and food. The five-year science requirement includes studies in Biology, Earth and Space, Physics and Chemistry, and features A.P. testing in Biology, Chemistry or Physics as well as I.B. exams in those subjects. Five years of mathematics takes the students through Algebra I, Geometry, then one of two tracks, depending on their ability: Math methods Track-Trig and Analytical Geometry, A.P. Calculus; Math Studies Track-Math Analysis and A.P. Statistics. We also offer a four-year Art sequence that includes the physical production of artwork and the development of a reflective workbook by the student. The Art sequence culminates in a one-on-one student art show with a visiting art examiner orally questioning each student on his/her works.

We have no students reading below grade level, but we have initiated a weekly silent reading time, for students to read for enjoyment.

The Theory of Knowledge (TOK) program is central to the educational philosophy of the International Baccalaureate. It challenges students and their teachers to reflect critically on diverse ways of knowing and areas of knowledge, and to consider the role which knowledge plays in a global society. It encourages students to become aware of themselves as thinkers, to become aware of the complexity of knowledge, and to recognize the need to act responsibly in an increasingly interconnected world.

As a thoughtful and purposeful enquiry into different ways of knowing, and into different kinds of knowledge, the TOK program is composed almost entirely of questions. The most central of these questions is “How do I, or how do we, know that a given assertion is true, or a given judgment is well grounded?” Assertions or judgments of this sort are termed ‘knowledge claims’, while the difficulties that arise in addressing these questions are the broad areas known as ‘problems of knowledge’. The program entails the application of this central question to many different, yet interrelated topics.

Questions are the very essence of TOK, both ageless questions on which thinkers have been reflecting for centuries and new ones, often challenging to accepted belief, which are posed by contemporary life. Engaging with students in a critical examination of knowledge, teachers will foster an appreciation of the quest for knowledge, in particular its importance, its complexities, and its human implications. As the students explore TOK, the goal is to bring alive these questions for a new generation of knowers, and to encourage them to gain and apply their own knowledge with greater awareness and responsibility.

The questions have been grouped into four broad categories: Knowers and Knowing, Ways of Knowing, Areas of Knowledge, and Linking Questions. These categories, and the elements which they encompass, are represented graphically in a TOK diagram, in which the knowers, that is the individual or the community, are at the center.

Our instructional strategies are as varied as are our courses and teachers. We utilize the old stand-by lecture and notes. We use the computerized Mimio Boards, Graphing Calculators, Power Point presentations, and student individual and team projects.

We have an annual International Night, when students teach about their culture through music, poetry, drama and food.

At the beginning of each school year, our teachers have a variety of in-service offerings available to them through our district office, school based activities and Advanced Placement and International Baccalaureate Teacher Training. Teachers are enthusiastically encouraged to take advantage of all activities they feel are necessary to maintain outstanding teacher and student achievement.

SAMPLE FORMAT FOR STATE CRITERION-REFERENCED TESTS

The sample Data Display Table is illustrated on the following page.

Change the sample table to fit the state's assessment system.

Provide the following information for all tests in reading (language arts or English) and mathematics. Complete a separate form for reading (language arts or English) and mathematics at each grade level.

Grade 9

Test FCAT Reading

Edition/publication year 2000-2003 Publisher Florida Department of Education

Number of students in the grade in which the test was administered 73,69

Number of students who took the test 73,69

What groups were excluded from testing? Why, and how were they assessed?

none

Number excluded 0 Percent excluded 0

For the school and state, report scores as the percentage of students tested whose performance was scored at or above the cutpoint used by the state for 1) basic, 2) proficient, and 3) advanced, or similar categories as defined by the state. States will vary in their terminology and cutpoints. If the state does not report scores using the categories of basic, proficient, and advanced, use the state's categories and report data for each category. Note that the reported percentage of students scoring above the basic cutpoint should include students scoring above the proficient and advanced cutpoints. For example, 100% of students are at "basic," 69% are at "proficient," and 42% are at "advanced."

Explain the standards for basic, proficient, and advanced (or the relevant state categories), and make clear what the test results mean in a way that someone unfamiliar with the test can interpret the results.

From the 2003-2004 Application
 State Criterion-Referenced Tests
 Grade 9 Subject FCAT Reading

	2002- 2003	2001- 2002	2000- 2001	1999- 2000	1998- 1999
Testing Month - March/April					
School Scores			**	NO DATA	**
Total – Percent of students...					
At or above Level 2	100	100			
At or above Level 3	100	99			
At or above Level 4	86	76			
At or above Level 5	50	48			
Number of students tested	73	69			
Percent of total students tested	100	100			
Number of students excluded	0	0			
Percent of students excluded	0	0			
Subgroup Scores * (no data supplied if less than 10 students)					
1. Hispanic					
At or above Level 2					
At or above Level 3					
At or above Level 4					
At or above Level 5					
2. Asian					
At or above Level 2					
At or above Level 3					
At or above Level 4					
At or above Level 5					

State Scores					
Total – Percent of Students...					
At or above Level 2	57	56			
At or above Level 3	31	29			
At or above Level 4	13	12			
At or above Level 5	5	4			

* We are a small school of 246 students grades 9-12, with 4% Black, 5% Hispanic and 12% Asian.

No testing group had 10 or more members of any single subgroups.

From the 2003-2004 Application
State Criterion-Referenced Tests

Grade 9 Subject FCAT Math

	2002- 2003	2001- 2002	2000- 2001	1999- 2000	1998- 1999
Testing Month - March/April					
School Scores			**	NO DATA	**
Total – Percent of students...					
At or above Level 2	100	100			
At or above Level 3	100	100			
At or above Level 4	99	100			
At or above Level 5	52	54			
Number of students tested	73	69			
Percent of total students tested	100	100			
Number of students excluded	0	0			
Percent of students excluded	0	0			
Subgroup Scores * (no data supplied if less than 10 students)					
1. Hispanic					
At or above Level 2					
At or above Level 3					
At or above Level 4					
At or above Level 5					
2. Asian					
At or above Level 2					
At or above Level 3					
At or above Level 4					
At or above Level 5					
State Scores					
Total – Percent of Students...					
At or above Level 2	77	77			
At or above Level 3	51	47			
At or above Level 4	23	21			
At or above Level 5	6	6			

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No testing group had 10 or more members of any single subgroups.

The sample Data Display Table is illustrated on the following page.

Change the sample table to fit the state's assessment system.

Provide the following information for all tests in reading (language arts or English) and mathematics. Complete a separate form for reading (language arts or English) and mathematics at each grade level.

Grade 10

Test FCAT Reading

Edition/publication year 2001-2003 Publisher Florida Department of Education

Number of students in the grade in which the test was administered 60,60,55

Number of students who took the test 60,60,55

What groups were excluded from testing? Why, and how were they assessed? none

Number excluded 0 Percent excluded 0

For the school and state, report scores as the percentage of students tested whose performance was scored at or above the cutpoint used by the state for 1) basic, 2) proficient, and 3) advanced, or similar categories as defined by the state. States will vary in their terminology and cutpoints. If the state does not report scores using the categories of basic, proficient, and advanced, use the state's categories and report data for each category. Note that the reported percentage of students scoring above the basic cutpoint should include students scoring above the proficient and advanced cutpoints. For example, 100% of students are at "basic," 69% are at "proficient," and 42% are at "advanced."

Explain the standards for basic, proficient, and advanced (or the relevant state categories), and make clear what the test results mean in a way that someone unfamiliar with the test can interpret the results.

From the 2003-2004 Application
 State Criterion-Referenced Tests
 Grade 10 Subject FCAT Reading

	2002- 2003	2001- 2002	2000- 2001	1999- 2000	1998- 1999
Testing Month - March/April					
School Scores					
Total – Percent of students...					
At or above Level 2	100	100	100	100	100
At or above Level 3	100	98	96	92	98
At or above Level 4	95	80	66	56	70
At or above Level 5	75	53	44	29	48
Number of students tested	51	60	55	49	50
Percent of total students tested	100	100	100	100	100
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0
Subgroup Scores * (no data supplied if less than 10 students)					
1. Hispanic					
At or above Level 2					
At or above Level 3					
At or above Level 4					
At or above Level 5					
2. Asian					
At or above Level 2					
At or above Level 3					
At or above Level 4					
At or above Level 5					
State Scores					
Total – Percent of Students...					
At or above Level 2	67	68	69	65	71
At or above Level 3	36	36	37	29	33
At or above Level 4	16	15	17	10	12
At or above Level 5	8	7	9	4	5

* We are a small school of 246 students grades 9-12, with 4% Black, 5% Hispanic and 12% Asian. No testing group had 10 or more members of any single subgroups.

Change the sample table to fit the state's assessment system.

Provide the following information for all tests in reading (language arts or English) and mathematics. Complete a separate form for reading (language arts or English) and mathematics at each grade level.

Grade 10

Test FCAT Math

Edition/publication year 2000-2003 Publisher Florida Department of Education

Number of students in the grade in which the test was administered 60,60

Number of students who took the test 60,60

What groups were excluded from testing? Why, and how were they assessed? none

Number excluded 0 Percent excluded 0

For the school and state, report scores as the percentage of students tested whose performance was scored at or above the cutpoint used by the state for 1) basic, 2) proficient, and 3) advanced, or similar categories as defined by the state. States will vary in their terminology and cutpoints. If the state does not report scores using the categories of basic, proficient, and advanced, use the state's categories and report data for each category. Note that the reported percentage of students scoring above the basic cutpoint should include students scoring above the proficient and advanced cutpoints. For example, 100% of students are at "basic," 69% are at "proficient," and 42% are at "advanced."

Explain the standards for basic, proficient, and advanced (or the relevant state categories), and make clear what the test results mean in a way that someone unfamiliar with the test can interpret the results.

From the 2003-2004 Application
State Criterion-Referenced Tests

Grade 10 Subject FCAT Math

	2002- 2003	2001- 2002	2000- 2001	1999- 2000	1998- 1999
Testing Month - March/April					
School Scores					
Total – Percent of students...					
At or above Level 2	100	100	100	100	100
At or above Level 3	100	100	100	100	98
At or above Level 4	99	100	98	96	98
At or above Level 5	68	62	49	46	44
Number of students tested	51	60	55	48	50
Percent of total students tested	100	100	100	100	100
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0
Subgroup Scores * (no data supplied if less than 10 students)					
1. Hispanic					
At or above Level 2					
At or above Level 3					
At or above Level 4					
At or above Level 5					
2. Asian					
At or above Level 2					
At or above Level 3					
At or above Level 4					
At or above Level 5					
State Scores					
Total – Percent of Students...					
At or above Level 2	81	81	80	74	77
At or above Level 3	60	60	59	51	50
At or above Level 4	36	35	35	28	25
At or above Level 5	9	8	10	6	4

*We are a small school of 246 students grades 9-12, with 4% Black, 5% Hispanic and 12% Asian. No testing group had 10 or more members of any single subgroups.